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This favorite work, easily understood, handy, and popular, including all of Nuttall's delightful descriptions of bird-life, which was some time since fully annotated by Montague Chamberlain, who added the birds not known in Nuttall's time, will be found more useful and valuable than ever before, Mr. Chamberlain having again gone over the work with the greatest care, bringing the information down to date.

Colored representations of the birds being desirable for amateurs and students, a series of twenty plates, containing one hundred and ten figures of birds, has been added to the present edition. The drawings have been mostly copied from those of Wilson, and may be relied on for accuracy, although in some instances the tints do not come up to the brilliancy of Nature. We recommend the book as the one for the family, where the strictly scientific side of ornithology is not the chief desideratum. We mean by this that the work is not devoted to the anatomy and physiology of birds, but is one by which the species may be identified, and where descriptions of their habits and geographical range may be found; all set forth in admirable style.

Education of the Central Nervous System.²—This book is an endeavor to apply the most recent results of psychology and brain physiology to the theory of education. The author quotes from Donaldson and other well-known writers on the topography of the brain and localization of functions. In view of the close connection between cerebral development and mental capacity, he advocates an education which shall develop all parts of the brain to the greatest possible extent. He recommends especially that children be trained to distinguish every shade of sensation-difference, and to recall in vivid images the objects of every kind which they have experienced; if such training be begun early in life, the brain cells are better developed, and in after life our mental images are more numerous and more definite.

Unfortunately the book is limited almost exclusively to a discussion of sensation and memory, leaving out of account entirely the higher rational processes. It becomes an appeal for an education which is fundamentally æsthetic and literary, as distinguished from scientific. Book-learning for children is decried, and teachers are urged to take their pupils out into the woods and fields, and have them learn from frontispieces, and twenty colored plates, containing one hundred and ten figures of the most important land and water birds. 2 vols. Crown 8vo. Cloth, extra, gilt top, \$7.50 *net.*; half crushed Levant morrocco, extra, gilt top, \$13.50 *net.*—LITTLE, BROWN & CO., Publishers, 254 Washington Street, Boston.

²The Education of the Central Nervous System, by R. P. Halleck. New York, The Macmillan Co., 66 Fifth Ave. 1896. Pp. xii, 258; price \$1.

nature herself. This was the education, the author thinks, which made Shakespere really great. The study of nature is certainly of value, and the author's recommendations, together with the practical exercises in sense-training which he gives, will doubtless be an aid to this culture. But in these days of the supremacy of science, it is far more important to begin early to lay the foundations of habits of correct scientific thinking. The possession of clear and vivid mental imagery is a factor in correct thinking, of course; but unless accompanied by the logical treatment of ideas it is quite as likely to lead us in the wrong as in the right direction.

As a manual on the education of the central nervous system Mr. Halleck's work is very incomplete; it must be supplemented in several directions, and notably by a considerable amount of that very "book-learning" which the author treats so lightly. The treatment of motor education is inadequate, being confined to a single short chapter at the end of the book. By way of minor criticism, we may notice the author's fondness for repeating the same illustrations (e. g., pp. 82, 248). Some of his deductions are based on very inadequate data (e. g., p. 64); but this is rather the fault of his authorities. His list of great men who began to show talent at an early age, though large, calls to mind so many exceptions as to throw considerable doubt on the position which it seeks to establish.

The chapter entitled: "How Shakspere's Senses were Trained," is interesting to the student of literature, though somewhat too detailed. Throughout the book there is a wealth of quotations from Shakespere, Milton, and other writers, which add to its literary finish, if they do not improve its scientific quality.—H. C. W.

Lydekker on the Geographical History of Mammalia.¹—I have already referred to this work in the last number of the *NATURALIST* in a paper on the Geographical Distribution of Batrachia and Reptilia of North America. I then pointed out that the author adopts the three Geographical realms of Huxley with the reasons why in my opinion the Ethiopian should constitute a fourth Realm. The divisions of the Notogæic Realm of Lydekker's system, are the Australian, Polynesian, Hawaiian and Austromalayan. The Neogæic realm has a sole region, the Neotropical. The Arctogæic is divided into the Malagasy, the Ethiopian, the Oriental, the Holarctic, and the Sonoran. Having otherwise disposed of the Ethiopian and its subdivision the Malagasy,

¹ The Geographical History of Mammals; by R. Lydekker A. B., F. R. S., V. P. G. S., etc. Cambridge University Press, 1896. 8vo. pp. 400.